



BRITISH INTERNATIONAL SCHOOL  
HANOI

A NORD ANGLIA EDUCATION SCHOOL

# PARENT HANDBOOK

Primary School

2024-2025 SY



# Welcome

A very warm welcome to the British International School Hanoi.

The purpose of this Primary Parent Handbook is to provide essential information about school routines and expectations. Please take some time to read through the information so that you will be better prepared to support your child at school. After reading the Handbook, if you still have unanswered questions, please feel free to contact your child's class teacher, the Primary Office or myself and we will do all that we can to clarify things. Your continued support is essential to your child's learning journey and is very much welcomed by the school.

We understand the challenges for students and parents and are committed to working closely with you to provide the best for your child. We understand that starting a new school may be daunting for children, but our pastoral focus means that children settle quickly and enjoy their time at school.

The British International School Hanoi is part of the Nord Anglia Education family of schools and you can be confident in the choice you have made. We feel incredibly proud of the educational opportunities available to our students and are sure that your child's time with us will be enjoyable and successful.

I look forward to meeting you in due course.

**Rebecca Carroll**

Head of Primary

British International School Hanoi





The British International School Hanoi is a caring and multicultural community that enables all individuals to realise their academic and personal potential in a dynamic and challenging learning environment which values enquiry, perseverance and reflection. At the British International School, we act with integrity and treat one another with respect, learning together

## BIS HANOI GUIDING STATEMENTS

### OUR PROMISES



#### A Place To Belong

Your family will become part of our vibrant and diverse community that is founded on strong connections and a culture of serving others.

1



#### Experience Excellence

Your child will experience a personalised and well-rounded education of the highest global standard, which delivers on academic excellence and promotes the values of integrity, care and respect.

2



#### Create Your Future

Your child will leave our school with everything they need for success – whatever they choose to be or do in life.

3

### OUR VISION

To shape a generation of creative and resilient global citizens – a generation that will change our world for the better.

### OUR EDUCATIONAL APPROACH

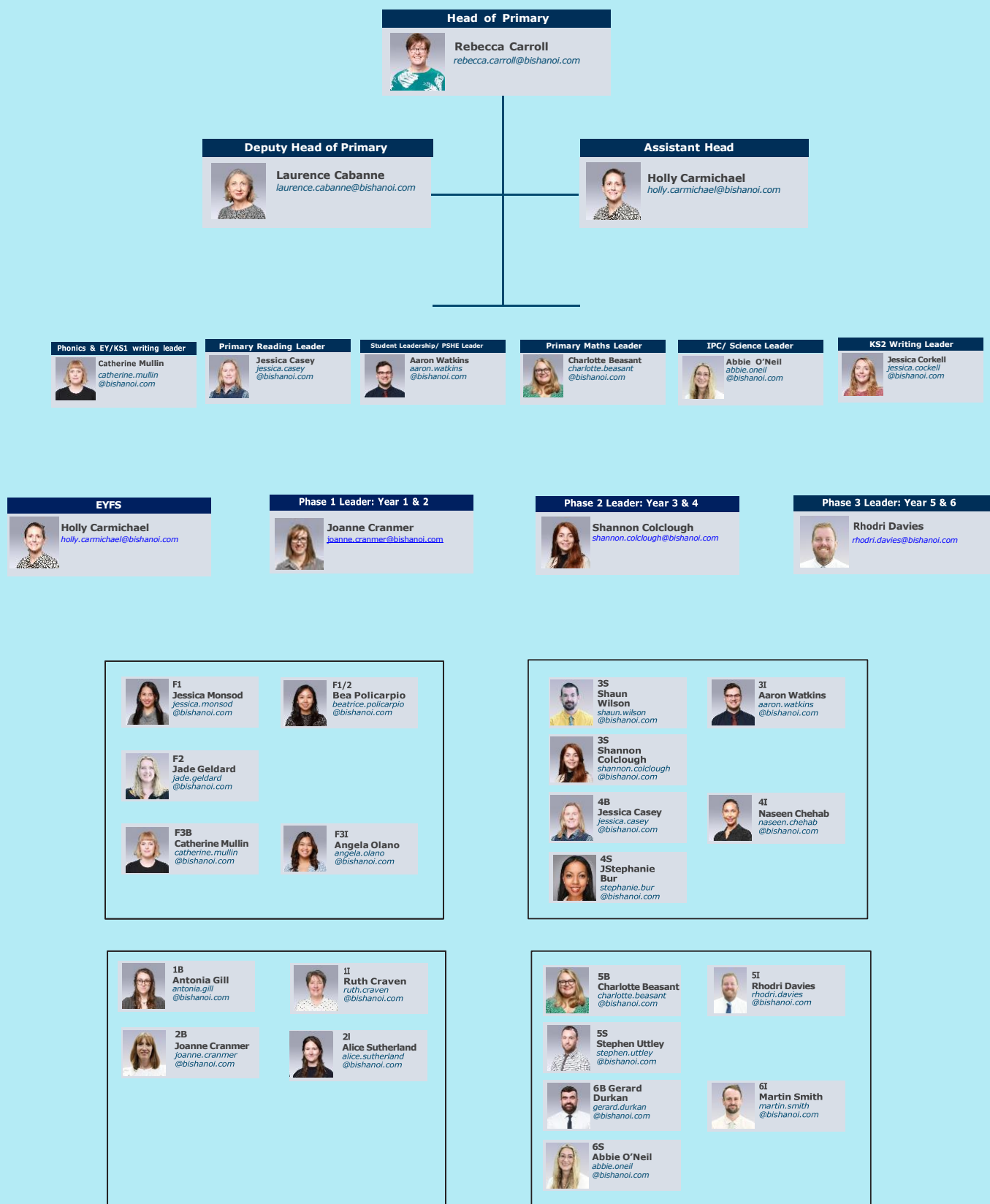
We open doors for our students through enriched learning opportunities that create life-changing experiences.

### OUR MISSION

To be the most forward thinking, technology-enabled educators in the world, using our global reach and world class teachers to create a learning experience like no other.

# Communication in the Primary School 2024-2025

If you have any questions, the first person to approach would be your child's class teacher. Email addresses are listed below.



## General Information

The placement of a child in a specific class is normally dependent on date of birth. During the admission process, we assess the level of English and academic potential of each applicant. This allows us to cater for the needs of all students through a differentiated curriculum.

Class sizes are small and there are teaching assistants in all classes, enabling children to receive individual attention as required.

### EAL (English as an Additional Language)

Our inclusive programme offers 3 levels of support. All lessons are taking place during the school day and consist of withdrawal sessions in small groups of children of same age and same abilities. Those lessons are delivered by specialist teachers and depending on the children's English abilities, they can vary between 5 lessons a week (Tier 1), 4 lessons a week (Tier 2) or 3 lessons a week (Tier 3). Children's progress is continuously assessed and evaluated at the end of each term.

### Learning Support

The British International School encourages all children to develop their full potential but recognises that some children progress at different rates to their peers. These children may require an Individual Education Plan to be written for them to break the learning down into small achievable goals. The school has a Learning Support department to oversee this programme. Parents will be consulted if a child is experiencing particular difficulties, and an Individual Education Plan will be written for the child specifically to address their needs.

### The School Year

The school year is divided into three terms:

- Term 1 from August to December
- Term 2 from January to March
- Term 3 from April to June.

It is expected that parents arrange family vacations during the school holidays. If parents wish to take their children out of school during term time, then they must seek permission, in

advance, in writing from the Headteacher. No homework will be set if your child is absent due to a holiday. If your child's attendance falls below 95% then a letter will be sent from the Head of Primary. For further details, please refer to the school calendar on the BIS website.

### School Uniform

The uniform is a means of showing our identity and pride in our school to the wider community as well as being practical school wear. All children from F1 upwards are expected to wear the school uniform every day.

Your child is also required to bring a water bottle.

Please label your child's belongings with his/her name and class including underwear, swimwear and towels. A Lost Property box is located in the Primary wing of the building. Any clothing, which is labelled, will be returned to you.

All girls with long hair should have it tied back with either a red, blue or maroon soft hair band. No bandana style head bands should be worn.

Parents should endeavour to use hair accessories which are based on school colours. Boys' hair should be kept cut short in a moderate style - 'Mohawk' cuts and 'rats' tails, 'tram lines' or designs shaved into hair are not permitted. Hair should be worn in natural colours only. If in doubt, please see your child's class teacher.

Children should always wear school hats when they are outside to protect them from the sun. BIS has a 'no hat -no play' policy.

### PE Kit/Swimming

Children in F3 and Year 1 must wear their kit for any physical activities including CCAs, they can wear their PE clothes to school on these days. In Years 2-6 children will wear their school uniform every day. On days that they have PE or swimming they must bring their kit to school (please see your child's timetable). They require sports shoes for PE lessons. You will be kept informed regarding the PE focus.

### Valuables

We strongly recommend that children do not bring jewellery, money or items of value to school. The school accepts no responsibility for the loss or breakage of any of the children's personal belongings.

If your child usually wears earrings, please ensure that they are studs. No looped or dangling earrings are permitted. The PE department may require the removal or suitable covering of studs in PE lessons for safety reasons.



**Mobile Phones** Children in Primary are not permitted to bring mobile phones to school. This includes Apple Watches or similar items. Should the need to phone a parent arise, calls can be made from the Primary Office.



**Early Years**



**Primary**

### Uniform list

Foundation 1 - 2	Fundino T-shirt Beige skort Beige shorts/trousers BIS blue V-neck jumper BIS blue fleece for outdoor wear	BIS black polo shirt may be worn in colder months Black leggings or tights may also be worn under skorts for girls.
Foundation 3	Fundino T-shirt Beige skort Beige shorts/trousers BIS blue V-neck jumper BIS blue fleece for outdoor wear	Black/White ankle socks Sensible black leather school shoes (no flashing lights or novelty shoes). BIS black polo shirt may be worn in colder months Black leggings or tights may also be worn under skorts for girls.
Years 1 - 6	BIS maroon polo shirt (boys) BIS gingham shirt (girls) Beige skort Beige shorts Beige trousers BIS blue V-neck jumper BIS blue fleece for outdoor wear	Black/White ankle socks Sensible black leather school shoes (no flashing lights or novelty shoes). BIS black polo shirt may be worn in colder months Black leggings or tights may also be worn under skorts for girls.

## **The Beginning of the School Day**

Learning starts at 08:30 for Primary pupils and children are expected to attend every day and to be in school for the beginning of the session. Children should arrive at school between 08:15 and 08:29. Children who arrive before this time must remain with an adult until 8:15. Parents and drivers must minimise congestion by dropping children in the designated area Gate B (for Y2-6) and in the drop off zone outside EYC. No vehicle should wait for an extended period of time near the school gates, nor should it block the pavements.

All parents, carers, drivers must follow and respect the instructions of the guards who are on duty acting for the safety of the students.

### **Lateness**

The register is taken at 08:30. A note is made on the register to indicate absent students or those who are late. Any child arriving to school after 08:40 needs to go immediately to the Primary or EYC office and collect a late slip, which is taken by the child to the class teacher.

If you know in advance that your child is going to be late or needs to leave school early on a particular day, please inform the Primary office and your child's class teacher the day before. The Head of Primary will become involved with those who are frequently late to school.

## **Absence Procedure**

### **On the day of an absence**

Before 08:30 please inform the Primary Office, either by phone (024 3946 0435 Ext:220) or by email (primaryoffice@bishanoi.com), that your child will not be in school. A suitable reason must be given to the staff together with specific symptoms if your child is sick.

If no acceptable reason is given for your child's absence then s/he will receive unauthorised absence mark in the register for the days that they do not attend school until we receive notification from home. Office staff will contact you on the first day of absence if no information has been provided.

### **On returning from an absence**

Children may only return to school when they are fully well or have been deemed fit to return

to school by a doctor. An email should be sent to the child's class teacher and primary office if notice has not already been sent. Children who return to school with a medical certificate should bring it to the office. The office staff will take a photocopy and place it in the child's personal folder.

Any child returning from illness but still showing clear symptoms will be immediately sent to the school nurse.

## **Keeping the School Informed**

Whenever possible, medical and dental appointments should be made outside of school hours so as not to disrupt the children's lessons. If this is not possible, please advise the school of any appointments made.

### **End of School**

The Primary school day finishes at 15:05.

We want your children to remain as safe as possible at this time and they will only be allowed to leave the premises with an authorised adult or Secondary School sibling. Parents and carers are encouraged to request their identification lanyard at the beginning of the academic year and wear it at all times, once in the building. A child will not be allowed to go home with another parent unless the school has been informed and authorised to do this in writing.

### **Change of Details**

It is important that we have up to date details of your email, and postal addresses and telephone numbers, including emergency contacts. We will check your details at the beginning of each school year but if there are changes during the year, please inform the school office as soon as possible.

Although most of our information is sent to you via email or Class Dojo, in case of emergency we will reach out by phone so it is important that all your contact details are up to date.

## **Security Procedures on Entering & Leaving School**

During a normal working week the purpose of gate control is to ensure the safety of children and staff at school as well as the protection of school buildings and property. Guards should be entirely satisfied that each person who enters the school ground has a valid reason for doing so.

### **Beginning of a Weekday**

Only members of staff are allowed entry before 08:00 except by prior arrangement.

### **End of a Weekday**

1. No entrance by visitors after 17:00 except by prior arrangement.
2. No entrance by parents/pupils after 18:00 unless participating, watching or collecting children from a school-authorised event.

### **Weekend**

1. School is closed to visitors, children and parents throughout the weekend, except for pre-arranged clubs.
2. Gate control may be relaxed for approved activities like social events. During all of these events the duty of care for the children lies with the parents, not with the school.
3. Gate control can only be relaxed with the advance written approval of the Head of Primary.

## **School Buses**

The school provides bus services to and from many districts. The buses are fitted with seat belts and all staff and pupils are required to use them. School buses are not allowed to move until all children are wearing seat belts. There is a monitor on each bus who has a mobile telephone in case of an emergency. If you require further details about the school bus service, please contact the school office staff.

## **Snacks**

All pupils are supplied with a mid-morning snack which consists of a carbohydrate snack or fruit and a drink - milk or water. Pupils in F1 and F2 classes also receive an afternoon snack and drink.

## **Lunch**

BIS provides a lunch for all students as part of the fee structure. Menus are published in advance. Children in classes F1 and F2 have their lunch in the Foundation Area. All other children eat their lunch.

in the dining halls. There are staff on duty during both snack and lunchtimes. Children are expected to be independent at these times, but staff also encourage all children to try the food available and to eat their whole meal.

## **Birthdays**

We are happy for the children to bring in and share a cake with their classmates to celebrate their birthday, providing arrangements have been made with the class teachers in advance. Please note that we can only share a cake, we cannot share other food, sweets, host a party or distribute party bags to other children within the school.

## **Co-Curricular Activities (CCAs)**

The Co-Curricular Activities programme is divided into 6 categories: Community, Arts, Music, Technology, Sports and Language. Children are encouraged to independently choose activities from different categories throughout the year to broaden their interests and skills.

From F3, these activities are an integral part of the school programme. They extend the educational and recreational opportunities for all the children who take part in them. Most activities are held after the normal school day from 15:10 until 16:05, however, some may be organised before the start of the day and others during lunchtimes. In term 3, F2 students will be offered the opportunity to join in the programme. Some activities may have a charge if run by an external provider.

End of day procedures are the same for students who take part in CCAs, they either leave on the school bus or via Gate B with the adult that is collecting them.

## **Safety**

It is our priority that all our children feel safe and secure at school. There are designated areas to play different types of games. We always have staff on duty to supervise children in the playground, dining hall and quiet area.





### **Playground Apparatus**

Children are encouraged to play safely on the climbing apparatus and with the other equipment.

Children should keep their shoes on in the playground area and wear the correct footwear at all times. There are also areas where children can be quiet, if they wish.

### **Classrooms**

Children are not allowed in the classrooms without an adult being present.

Children are taught how to use classroom equipment like scissors and staplers safely.

No hazardous liquids are stored in the classrooms and all cleaning materials are stored in lockable areas that are out of bounds to children.

No medicines are stored in the classroom except for asthma inhalers (with the knowledge of the class teachers and the school nurse).

Children are not allowed in the swimming pool area, gym, ICT rooms, library or dining hall unless accompanied by a supervising adult.

### **Fire Drills and Emergency Evacuation**

In the event of an emergency, an alarm will sound.

The building should then be evacuated in a speedy but orderly fashion. No one should stop to retrieve possessions.

Details of evacuation routes are displayed in every room and everyone concerned with the school must familiarise themselves with these.

After leaving the building, children and adults assemble in the designated areas in class lines. Children and teaching staff are then checked against the register to ensure they have all vacated the building and visitors' names are checked against the signing-in book and swipe card information.

There is at least one fire drill each term to practise the evacuation procedure.

### **Lockdown Procedures**

A lockdown will be initiated when a situation arises that requires the isolation (rather than evacuation) of staff and students from an identified threat such as extreme weather, civil unrest or a violent intruder.

The Principal will commence the lockdown by repeating "Lockdown" three times through the campus PA system. Staff and children will remain in the classroom (or go to the designated safe area), turn off all the lights, lock the doors, close the blinds and wait silently for the "all clear" to be heard.

The lockdown drill will be practised twice a year.

### **Medical Procedures**

A completed medical form for each child enrolled must be submitted before entry to the school.

This form must be updated by the parents as necessary.

Children who suffer from asthma should always have their medication with them. The school must be notified of asthmatic children so all



staff can identify them and know the medical procedures to help them should they have an attack in school.

Generally speaking, if a child is fit to attend school then they are fit to swim. If children are unable to swim or access the splash pool due to a medical condition, parents must provide the school with an appropriate medical certificate. Non swimmers will accompany their class to the pool and observe the lesson.

The school nurse will attend to children who become ill or injure themselves during the school day. The school will contact parents to take their child home if s/he becomes ill during the day and is unable to stay at school. Any child who has been seen by the nurse and has received medical attention will be issued with a note informing parents of the actions taken.

If, by prior agreement, the school nurse is going to administer home medicines to a child, then the parents must hand the medicines to the nurse and sign a form detailing the dosage to be given. Generally speaking, children requiring antibiotics should stay at home until they have completed the course of medicine.

### **Medical Emergencies**

If an accident or sudden serious illness occurs at school, we will make every effort to contact parents.

Please keep the office informed of any change in home, business or emergency phone numbers.

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When a medical emergency situation arises we will transport the child to the Hanoi French Hospital unless parents have specified a different clinic or hospital. A responsible adult from the school will accompany the child to the clinic and await the arrival of the parents.

### **Communicable Diseases**

Generally speaking, a pupil with an infectious disease **MUST** be kept at home and present a medical certificate upon returning to school. As a guide, pupils are considered contagious during the following periods:

- Chicken pox: 5 days from the onset of the rash, or until all the blisters have dried. Symptoms: fever, headache, rash/vesicles that start on the trunk and spread on the face and limbs.
- German measles (Rubella): 6 days from the appearance of the rash. Symptoms: brief red rash, enlarged glands in the neck.
- Measles: 4 days from the onset of the rash. Symptoms: fever, cold, headache, generalised rash.
- Mumps: 5 days after the onset of the swelling, or until the swelling has gone down. Symptoms: fever, swelling and tenderness of glands at angle of the jaw.

Infectious hepatitis: 7 days from the onset of jaundice, or 7 days from the onset of symptoms if there is no jaundice. Symptoms: headaches, abdominal pain, nausea, vomiting, usually fever. Skin and eyes may or may not turn yellow.

- Scarlet fever or strep throat: 24 hours after commencing antibiotic treatment. Symptoms: sore throat, fever, fine/red/rough rash later for scarlet fever, usually behind the ear, on the armpits and chest.
- Conjunctivitis: the pupil should not attend school until treatment is effective, or until discharge from the eye has ceased. Conjunctivitis is highly infectious and should be treated right away. Symptoms: itching of the eyes, watering, redness and discharge from eyes.
- Head lice: if a child is found to have head lice, nits or eggs the parents will be contacted and the child will be sent home. The whole class will be checked for head lice and a letter will be sent out. Once affected children have been treated and there are no more lice, eggs or nits present, they may return to school.
- Hand, foot and mouth: 5-7 days or until fully recovered. Symptoms: fever, headache, sore throat, ulcers or blisters inside or around the mouth, sores or rashes on the palms of the hand and soles of the feet.
- Impetigo: Until the lesions have crusted or healed, or 48 hours after commencing antibiotic treatment. Symptoms: fluid or pus-filled blisters or sores on the legs or feet that eventually turn into deep ulcers.
- Scabies: the child may return to school after the first treatment. Symptoms: intense itching and rash.

When a pupil has a bad cough or cold, or other common but highly contagious illness, parents are asked to keep the child at home so that the illness is not spread to other children. Children who have had episodes of vomiting or diarrhea should remain at home for a further 48 hours after the last incident of this illness. Children who have had a temperature above 37.5 °C or 99.6 °F must stay at home for at least 24 hours.

## Homework

All children from F3 to Year 6 will participate in a



homework programme. Homework is regarded as a consolidation of learning that has taken place in school. Reading, practising spelling and learning number facts form the basis for many homework activities set throughout the week. Homework also helps to establish a disciplined self-study work ethic at home.

The time allocation for homework increases as the children progress through the school and their levels of expected independence increase too.

If your child experiences difficulty with homework tasks, please email your child's class teacher or pop in and see them at the start/end of the day

## How You Can Help With Homework

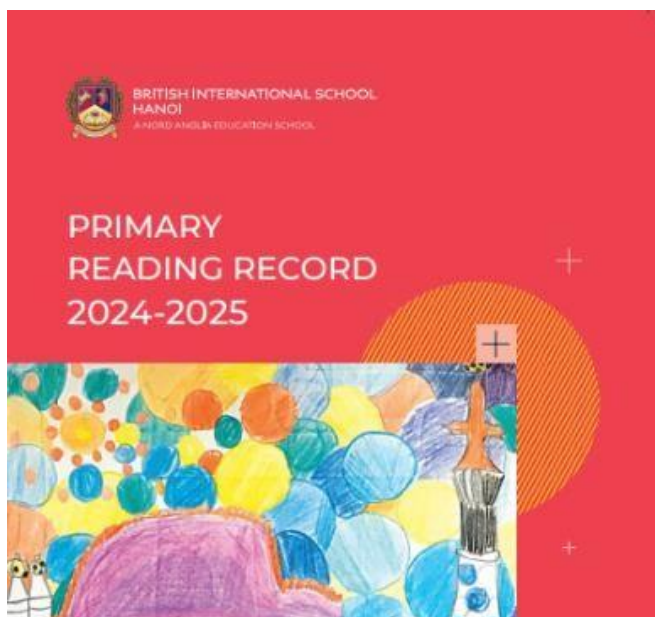
Teachers and parents need to work together to ensure that children are meeting the objectives of the homework set. Parents can motivate and support their child by:

- Establishing a proper study area where it is quiet and ensuring there are no distractions.
- Providing the resources they require e.g. pencils, paper, ruler.
- Establishing a set time each day for homework to be completed.
- Helping to develop basic organisational skills such as time management and meeting deadlines.
- Completing the Reading Record after listening to your child read.
- Emailing your child's class teacher if there are any issues or if they can help you in any way.

## Reading Books

Every child of Primary School age has a reading book matched to their reading ability, age, interests. These books are part of a progressive reading scheme, leading towards reading fluency.





In addition to this there is an online reading program that we use called Bug Club. Your child will be issued with a log in and password and can access books online to support their reading development.

Children will bring their reading books home every evening as reading at home is an integral part of their homework. The books must be returned to school every morning. Parents should write a comment and sign their child's Reading Record to indicate that reading at home has taken place. Older children may write their own comment but parents are still required to sign the Reading Record.

### **Library Books**

Parents and children can borrow library books. These will be checked out and the borrower is responsible for their return in good condition. A replacement charge will be levied on lost or damaged books.

There are weekly library sessions and all children are requested to change their books during these sessions or during break times and after school, if necessary. Children may, of course, keep the books for a longer period if they so wish by checking them out again on or before the due date.

### **Reading: How You Can Help**

First and foremost, it is crucial that children are supported in their home language. Parents are encouraged to read to/with their children in the language they are the most comfortable with

### **F3**

- Share books with your child. Read him/her a bedtime story and encourage him/her to talk about the pictures in the book.
- Talk to your child about everyday things, encouraging him/her to learn new vocabulary

### **Year 1 and Year 2**

- Keep reading sessions short and regular.
- Build your child's confidence by offering lots of praise and encouragement. Rather than pointing out a mistake, you could say, "You are almost right. Let's try again together!"
- Encourage your child to see how reading can be useful (finding out information, following instructions) and enjoyable (reading a story).
- Ask your child questions about the text to be sure that s/he has understood what they have read.
- Act as a model for your child. Let your child see you reading for a variety of purposes, including enjoyment. Read your child a bedtime story.

### **Years 3, 4, 5, 6**

- At this stage children are developing further reading skills and parent involvement can help them develop these.
- Keep reading sessions short and regular.
- Encourage him/her to read quietly before going to sleep.
- Make sure your child knows the purpose for his/ her reading e.g. finding information, pleasure, skimming for essential elements etc.
- Encourage your child to ask for help, but give this help by asking questions rather than telling them the answer.
- Ask your child to show you what s/he has read or to give a brief summary of a text.
- Point out mistakes briefly and praise what s/he has got right.
- Let your child see you read for different purposes.
- Encourage your child to keep a reading diary listing the books s/he has read and perhaps making a comment.

***Remember: Fluent reading comes with practice.***

### **Spelling: How You Can Help**

#### **Year 1 and Year 2**

- Build your child's confidence by offering lots of praise and encouragement. Rather than simply pointing out their mistakes you could say, "That sounds close. Which letters make the 'sh' sound?"
- Make the exercises into an enjoyable challenge, rather than a chore. Turn it into a game e.g. cut the words up into individual letters or letter strings and ask your child to remake the words; write the word with a

- missing letter or letter string and ask your child to fill in the gap. Encourage your child to LOOK at the word and SAY it. COVER it and try to WRITE it. Finally CHECK to see if it is correct. Ask your child to write a word down as writing often helps imprint it on your child's memory. Help your child to listen carefully to the pronunciation of a word stressing the beginning, middle and end sounds.

### **Years 3, 4, 5, 6**

- Help him/her to practise the LOOK SAY COVER WRITE CHECK technique. This helps to develop a visual memory.
- Encourage your child to keep a spelling notebook of words s/he got wrong at school and to learn these using the same technique.
- Help your child recognise letter strings and patterns in words.  
Give him/her access to a dictionary and a thesaurus to check words.  
Praise your child's efforts and success.

### **Maths: How You Can Help**

Children's Maths homework helps them to practise and consolidate their skills and knowledge, develop and extend their techniques and strategies as well as prepare them for their future learning.

#### **Year 1 and Year 2**

- Show an interest in what s/he is doing with numbers and participate in puzzles and games.
- Encourage your child to talk about what s/he has been doing and what s/he is going to do next.
- Help him/her to use things around the home to support their mathematical understanding e.g. ordering cups by size, looking for shapes around the house or counting stairs.  
Praise his/her efforts to build up confidence.  
Rather than simply pointing out that an answer is wrong, you could say, "Can you check your answer using a different method?"  
Play mathematical games from the internet to develop skills.

### **Years 3, 4, 5, 6**

- Show an interest in what s/he is doing.
- Provide him/her with games to help practise his/her skills.
- Encourage your child to discuss mathematical strategies for solving problems, helping to clarify the process needed.
- Help your child to learn his/her multiplication tables and show him/her how to apply these in different situations by asking questions.
- When appropriate, allow the use of a calculator or any other mathematical tool for checking answers.

- Point out the uses for Maths in the world around us. Ask "real life" Maths questions e.g. "How much change should I get...?" or "Can we make this recipe for 8 people instead of just 2?" Encourage your child to talk about what s/he has been doing and what s/he is going to do next.
- Help him/her to use things around the home to support their mathematical understanding e.g. ordering cups by size, looking for shapes around the house or counting stairs.  
Praise his/her efforts to build up confidence.  
Rather than simply pointing out that an answer is wrong, you could say, "Can you check your answer using a different method?"  
Play mathematical games from the internet to develop skills.

### **Communication**

The school believes that good communication between parents and school is essential. These are the ways that the school will communicate with you.

#### **BIS Official Website**

Stay in touch with our exciting school activities and events by visiting our website at [www.bishanoi.com](http://www.bishanoi.com).

#### **BIS Weekly Newsletter**

All the latest news and activities can be accessed through the school newsletter which will be sent to your mailbox every Friday.

#### **BYOD- Bring Your Own Device**

From Y4 onward, children are expected to bring their own device in school. Our BYOD (Bring Your Own Device) programme has been designed to better support the children's learning throughout the curriculum. More information can be found in the BYOD booklet that has been shared with you.

#### **Weekly Curriculum updates**

At the end of each week, class teachers will share the main learning objectives of the week ahead in maths, writing and IPC. This will help parents getting an overview of the learning that is happening in the classroom.

#### **Email**

Email will enable regular communication between you and the teachers. If you have an issue that you wish to discuss, please email your child's class teacher to arrange an appointment. Alternatively, if you have a question, would like to inform them of an absence or any other issues,

please email them. Teachers will respond as soon as they can when they are not teaching so this may be at lunch time or at the end of the school day.

### **ClassDojo**

This is a secure and closed app that will be set up by the class teacher for all parents to access. The teacher will post photos of learning that is taking place in the class and share messages and updates.

They will also celebrate individual achievements with you via Class Dojo. It will also have the homework expectations and notices of any upcoming events.

### **Bloomz**

Bloomz is a secured and closed app used by the school for whole school communications. You will receive all school communications via email so you do not need to download this app.

However, If you wish to view the school choice, messages in your language of downloading the app will make this possible.

### **School Magazine**

Our ESPRIT magazine celebrates whole school and departmental achievements and class activities.

### **School Yearbook**

This will be sent home at the end of Term 3 and will provide a colourful souvenir of the year.

### **Parent-Teacher Meetings**

There will be three Parent-Teacher meetings scheduled over the course of the school year. These will take the form of a progress meeting just before October half-term, at the beginning of Term 2 and an optional meeting in Term 3.

### **Primary Progress Reports**

Foundation reports are issued at the end of each term and show the progress of the students and their learning achievements during their time in Early Years Foundation.

Year 1 - 6 reports are issued at the end of Term 1 and Term 3. Parent meetings are available after the reports have been issued and are designed to talk through any issues, next steps of support the might be needed.

### **Shared Learning**

Shared learning takes place in Term 2 and is a wonderful opportunity for parents to come into school and share in their child's learning. Class teachers are also on-hand to offer additional support and information.

You may, of course, request additional meetings with the teachers, Head of Primary or Principal at any time by prior arrangement with the school office.

### **Questions, Concerns or Complaints**

The first point of contact for any parent who needs more information is your child's class teacher. If s/he cannot resolve the problem for you, then please contact the Phase Leader, Deputy or Head of Primary who will endeavour to solve any issues that you have. (See chart on page 5).

### **Student Care Insurance**

Parents may wish to purchase insurance for their child which will cover them for the time they are in school or engaged in school activities.

For details of personal liability and accident cover please contact:

#### **Mercer Marsh Benefits Marsh Vietnam Ltd.,**

32nd Floor, Lim Tower, No. 9-11 Ton Duc Thang Street, Ben Nghe Ward, District 1, Ho Chi Minh City, Vietnam

Tel : (+84) 28 6288 2399 | Fax : (+84) 28 6288 2379

Direct line: (+84) 28 6288 2309

[cuc.th.le@marsh.com](mailto:cuc.th.le@marsh.com)

[www.marsh.com](http://www.marsh.com) I MarshVietnam Ltd

### **Learning In The EarlyYears**

#### **Settling Into The Early Years Foundation Stage**

When children join or continue within the EYFS at the start of the school year, there are many new experiences, environments, routines, adults and other children for them to get to know.

At BIS we believe that these early days are vital in helping children to develop positive attitudes towards learning and, in line with good UK practice, the first few weeks for all children may consist of smaller groups of children and shorter sessions at school.

#### **Rest times in the Early Years Foundation Stage**

There are opportunities for those children in F1 and F2 who need to rest to do so for a short time in the afternoon, but we do urge you to establish early bedtime routines with your child. We provide many opportunities in school for children to be sociable, when they can interact





and communicate with each other through play which is what we would prefer them to do to make the most of their time with us.

### Learning in the Primary School

At BIS we are global citizens learning together, following the English National Curriculum and the International Primary Curriculum (IPC). For more information, please refer to the school website:

<https://www.nordangliaeducation.com/bis-hanoi/academic-excellence/primary>

In addition, all children are involved in special events and celebrations throughout the year to develop their personal learning and international awareness. Some of these events include:

- Moon Festival
- Tet celebration
- Community projects focusing upon identified local areas of need
- Charity fundraising
- Special themed days/weeks e.g. Book Week, International Week, Green Week and much more

We believe in the importance of parents working in partnership with the school. There are a number of opportunities for parents to become involved with school life, for example: volunteering as a Class Parent contributing to various school events and/or accompanying students on school trips.

### Our Expectations

Both the school and the individual have expectations of each other:

- Pupils have the right to expect that the school is safe, secure and friendly. It is the school's responsibility to provide this.
- The school expects pupils to behave in a way that will contribute to a happy environment and will discourage the kind of behaviour that undermines this.
- Children will respect the feelings, needs and rights of others and will receive the same in return.
- Children should wear the correct uniform and should take pride in their appearance.

### Discipline

The school has a Positive Behaviour Policy which all staff implement and pupils follow



Appropriate behaviour is encouraged through positive reinforcement of good behaviour. Class Circle Time is used to discuss problems and decide strategies to deal with these. If a child regularly behaves inappropriately then parents are asked to be involved in a behaviour codification, programme, involving operation between home and school, with the possible involvement of the Learning Support department. The school assembly is used as a vehicle to reinforce moral values and the school's fundamental aims through stories, plays and songs and to celebrate individual and group achievements.

### Rewards

A child from each class, from F1 onwards, will be awarded the class 'Star of the Week' certificate linked to the Aide-Memoire. This certificate will be given as a reward for extra effort, consideration for others or any other achievements and will be awarded at an assembly each week. Every term the Principal's Awards are issued to one child per year group.



## Houses

It is traditional in many British International Schools to operate a 'House system'. This is a friendly competition between children and staff, and involves children from all the year groups working together to accumulate points for their House.

Points can be awarded for any aspect of school life e.g. good behaviour, effort, initiative, good work. The accumulated number of points is totalled each week and forms part of a weekly assembly.

A House cup is presented at the end of each term to the house with the most points. All children are assigned to one of four Houses which are named Hanoi (red), Saigon (blue), Hue (yellow) and Dalat (green). Siblings are not necessarily allocated the same Houses.

## Residential Trips

There are a number of residential trips and visits that all students are required to participate in. These trips and visits are normally linked to one area of the school curriculum and provide the opportunity to develop a deeper range of skills and experiences.

**Year 3** Sleepover

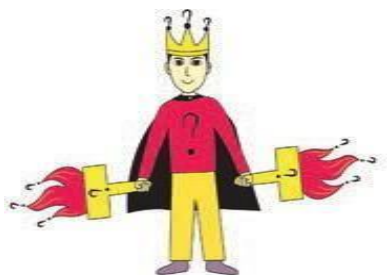
**Year 4** Ba Vi

**Year 5** Cuc Phuong

**Year 6** Hoi An



**BIS Superheroes** Our Superheroes are characters designed by our students at BIS who represent each one of our Aide-Memoire characteristics. Every half term, we focus on one superhero and this underpins our assemblies, behaviour rewards and Star of the Week achievements.



**Questionator**



**Reflection Rebecca**



**Indiana Integrity**



**Respectagain**



**Captain Care**



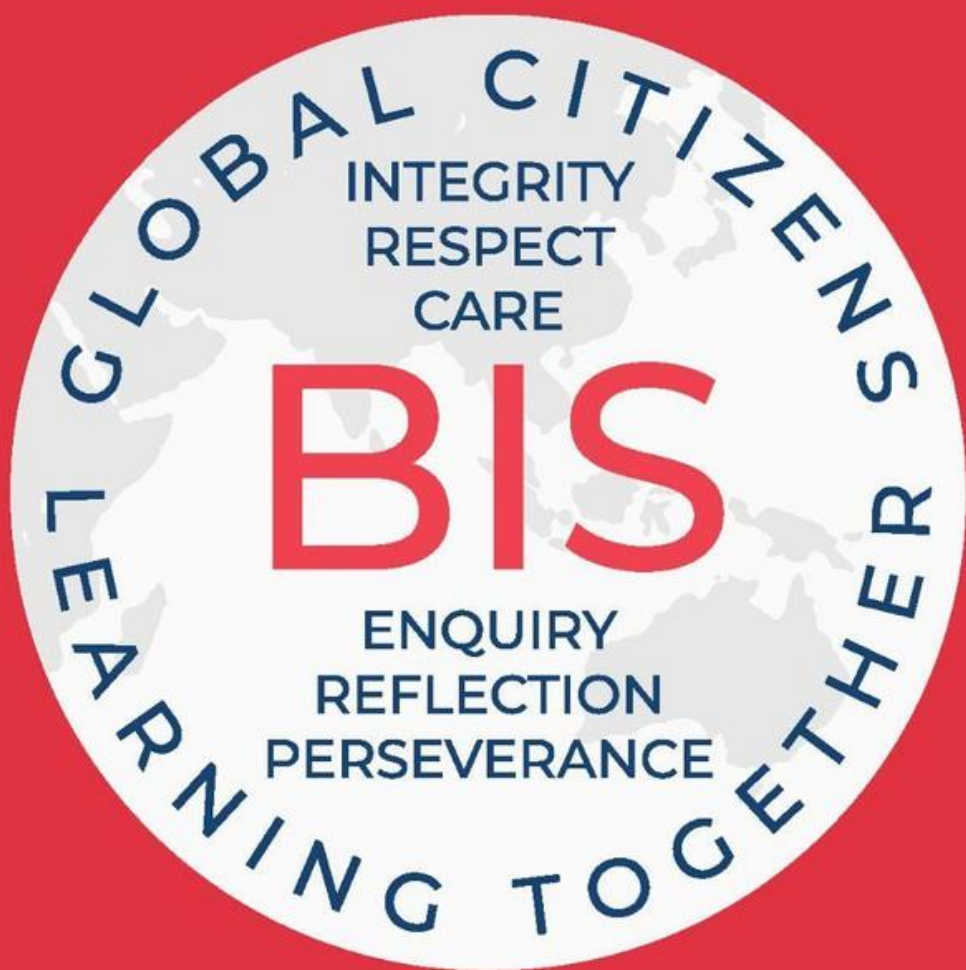
**Poppy Perseverance**

## Global and Digital Citizenship at BIS Hanoi

Our mission as a school is to develop our students into responsible global and digital citizens. Based on our core values, we ensure that our students develop a secure understanding of the role they can play to make our world a better place.







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